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**| RESEARCH ARTICLE**

## **Effectiveness of Explicit Communicative Instruction on Improving Palestinian English Majors' Grammatical of Conditionals**

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**| ABSTRACT**

The current study seeks to investigate the impact of integrating explicit instruction and communicative language activities (implicit teaching) on improving Palestinian English majors' grammatical (form, meaning, and use) of conditionals. The study adopted the experimental approach. Thus, thirty-two English majors from the University of Palestine in Gaza city were assigned as the participants. For intervention, eight sessions of one hour and a half each were conducted to provide explicit communicative instruction on conditionals for the target participants. The participants were exposed to a pre-posttest to collect data related to their efficiency at conditionals. The result showed that the participants' scores in the posttest outperformed the results of the pretest. The statistically recorded positive results confirmed the effectiveness of explicit communicative instruction on improving Palestinian English majors' grammatical of conditionals. The researcher has concluded that grammar explicit communicative instruction is of paramount importance that can improve grammar learning in its three dimensions; form, meaning, and use.

**| KEYWORDS**

Explicit instruction, implicit communicative instruction, grammatical, conditionals

**| ARTICLE INFORMATION**

**ACCEPTED:** 10 November 2022

**PUBLISHED:** 19 November 2022

**DOI:** 10.32996/ijllt.2022.5.11.16

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### **1. Introduction**

Grammar is one of the essential components of any language, which is responsible for the accuracy of any sentence produced by users, whether written or oral. Grammar rules are not only the basis of syntactic structure, but also they affect the embedded meaning and the purposes of using language structures and patterns. Thornberry (2006, p. 13) argued, "Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.". Burn (2009) argues that functional grammar is concerned with how people use language to communicate effectively with each other daily. One of the modern terms that illustrate how grammar works in the language is grammatical. Larsen- Freeman (2001, p. 255) was the first person who launched the term Grammatical for the first time. She explained the term as the ability to use grammar structures accurately, meaningfully, and appropriately. Further, she stated, "Grammar teaching is not so much knowledge transmission, but it is a skill development". Further, (Richards and Schmidt 2002, p.552) argued, "Grammatical refers to the process by which language learners use grammar to create messages through grammaticalizing or adding grammar to a sequence of words to create meaning distinction. ... So, grammatical emphasizes grammar as a dynamic process rather than a system of rules".

Considering grammar, a language skill or a dynamic process implies following approaches and techniques that take into consideration developing students' knowledge of grammatical forms and their ability to use them in a social context and in various texts correctly, meaningfully, and appropriately. Which approach should be followed in teaching grammar is a controversial issue. Some educators believe that grammar should be taught explicitly as a stand-alone subject, while others believe that it should be incorporated into all language skills and activities. To illustrate, adopting an explicit teaching approach implies that students should receive explicit direct instruction on grammar rules, which raises their consciousness of language structure. On the other hand,

implicit communicative approach aims to develop EFL students' acquisition of grammatical rules implicitly. Thus, students can use grammar rules in authentic communicative situations subconsciously. However, there is an overwhelming agreement that neither of the above-mentioned approaches can alone achieve both language accuracy and fluency. Accordingly, supporting the claim that there is no single method that can be considered the best in teaching and learning grammar in the EFL field leads the current researcher to integrate both trends; grammar explicit instruction and communicative grammar activities to raise students' awareness of using grammar accurately, meaningfully and appropriately.

### **1.1 problem of the study**

The problem of the current study is that students in Gaza are generally capable of using grammar forms mechanically in separate sentences but not in social contexts nor in written or spoken discourse. Most of the teaching-learning activities in classrooms emphasize rote learning and practicing rules in separate sentences. Rarely meaning or use of grammatical forms are focused on or given attention. Most students can recite grammatical rules perfectly but have difficulty putting them into use.

### **1.2 Aim of the study**

This study aims at improving Palestinian English majors' knowledge of the syntactic structure of some conditionals and enhancing their ability to use them efficiently at the levels of meaning (semantics) and use (pragmatics). Further, it aims to draw the attention of educators to the importance of integrating explicit and communicative teaching of grammar instead of the traditional method of rote learning and translation. A final aim of the study is to introduce advice to exam designers to reduce focus on bare grammar syntactic rules and to take grammaring principles into consideration. The researcher also hopes to enrich the area of grammar teaching with modern integrated approaches and to provide teachers with an inclusive strategy for grammar teaching.

### **1.3 Rationale of the study**

The result of investigating grammar test papers and running interviews with English majors in three Gazan universities about the three dimensions of grammar; form, meaning, and use, has shown that very few students are aware of these three concepts or their application in language practices in life situations. Students claim that they memorize grammatical rules and use them mechanically according to certain key words in given sentences without being aware of the meaning or use of grammatical items. These findings are signs of rote learning and lack of utilizing communicative activities in TEFL classrooms in Gaza. It is the stimulus that has incited the current researcher to integrate explicit and communicative approaches to develop grammaring skills and to improve using language communicatively.

### **1.4 Significance of the study**

In most EFL environments, English is taught to pass exams, and students fail to use the English language communicatively. So, Curriculum designers and teachers whose languages are not cognate with the English language can benefit from the procedures and results of the current research; that is, it may incite them to provide curriculum syllabi and textbooks provided with both explicit teaching material and communicative learning activities to promote their students' accuracy and fluency in language communication.

### **1.5 The question of the study**

To what extent can an explicit communicative approach improve Palestinian English major' grammaring of conditionals (at the levels of form, meaning, and use)?

## **2. Literature Review**

Grammaring is a concept that considers grammar as the fifth language skill that needs to be mastered by learners but not a set of rules to be memorized. That is, a learner should be aware of the grammatical form, its relation to meaning, and when and why to use it to convey certain social messages appropriately. (Murcia and Freeman, 1999, p. 109) stated, "Grammar is not merely a collection of forms but rather involves the three dimensions of (morph syntax), semantics, and pragmatics. Grammatical structures not only have a morph- syntactic form; they are also used to express meaning (semantics) in context appropriately (use/pragmatics)."

In fact, the three grammar dimensions; form, meaning, and use, are interrelated and embedded in any single sentence produced by anyone. Noteworthy that any change in any grammatical dimension, form, meaning, or the intended purpose or use implies a change in the others. E.g., *If I were rich, I would help poor people*. The form of the past tense verb "was/were," the modal "would," and the stem "help" do not refer to the real past but to a hypothetical situation in the present. Concerning meaning, the whole sentence expresses a hypothetical situation in the present, which is unlikely to happen.

Pertaining the use, it expresses the speaker's wish to be rich and to be able to help poor people; actually, he is not rich now. On the other hand, in the sentence "If my father, who died 5 years ago, had been rich, I would have joined University. The form of the verb "had been" in this context refers to a past hypothetical situation which was opposite to the reality; that is, the father was poor, and the son did not join university. It is used to express regret about a past situation. To conclude, the change in the verb form in the above-mentioned sentences generated a change in meaning and change in use.

Concerning grammar or grammaring teaching, no single grammar teaching approach can stand alone to achieve the goal of developing the three dimensions of grammar (grammaring) among EFL/ESL students. A combination of explicit and communicative grammar teaching is an approach that gives equal importance and emphasis to form, meaning, and use of grammatical structures. Thus, it can develop language accuracy and fluency.

Regarding explicit or direct instruction, (Hughes, Morris, Therrien, and Benson 2017) defined it as a systematic method of teaching which arranges content in a logical sequence, separating complex or multi-step skills into small units in order to reduce cognitive load to avoid confusion.

Glisan (2010: p.218) asserted that in explicit grammar teaching, a teacher provides learners with direct spelt-out explanations of grammatical rules, and then s/he gives them exercises to manipulate the language forms. Moreover, textbooks informed by an explicit grammar teaching approach are supplemented with manipulative drills, explanations of rules, and grammar exercises. Little emphasis is put on context. Exercises mainly consist of disconnected and unrelated items.

Besides, multiple educators (Rosenshine, 2008; Gersten, Schiller, & Vaughn, 2000; Slocum, 2004) agree that explicit instruction focuses on selecting the target material and sequencing it systematically and logically procedure. It provides a series of scaffolds by breaking down content into manageable instructional units based on students' cognitive capabilities. Delivering the content begins with clear descriptions of the objectives and presentation of the intended skill, followed by practice, feedback, and optimizing students' engagement until they achieve independent performance.

The above-mentioned characteristics of explicit instruction lead to describing it as a conscious and controlled process of teaching-learning grammar structures and a way that arouses learners' awareness and attention to the elements composing grammatical forms. For educators like (Norris and Ortega 2000; Ellis, 2006; Hulstijn 2002; Andrews 2007), grammar explicit instruction is based on the explanation of grammatical rules; that is, language learners experience deductive/meta-linguistic intervention provided for them by language practitioners. Furthermore, (Bielak and Pawlak, 2011) argued that the teaching of second/foreign language grammar could not do without descriptions of grammatical elements, which may only be produced with any degree of systematicity.

It is clear from the preceding description of explicit grammar teaching that it focuses on providing linguistic aspects of grammar rules which stand as a helping reference for learners to realize their syntactic errors and correct them when they use language to convey messages. (Muranoi, 2006) and (Ling, 2015) claimed that by providing linguistic information explicitly, learners might accelerate the speed of development of the interlanguage, pay attention to linguistic forms in the input, become sensitive to their grammatical errors, and produce grammatically accurate language forms. (Andrews, 2007, p. 3) highlights the necessity of explicit instruction of grammatical rules, "students often need metalinguistic explanations as feedback to confirm their hypotheses when they question if their answers are correct.

Nevertheless, focusing on linguistic aspects of grammar does not mean neglecting meaning or use. Explicit teaching should be enhanced with analytical practices which help learners to realize the relation between form, meaning, and use. Besides, explicit grammar teaching is not a matter of rote learning of rules, but it passes through three systematic well designed instruction phases: presentation, practice, and production. (PPP). Spada and Tomita (2010) asserted that explicit instruction of grammar does not mean harking back to the times of grammar translation and rote memorization of conjugations. Explicit instruction can come up quite organically in any class, from PPP to TBLT (Task-based language teaching.). It can and should be embedded in meaningful communication. To conclude, explicit instruction; and developing awareness of linguistic items does not neglect developing awareness of their meaning and use.

On the other hand, communicative grammar (CG) teaching is a controversial issue that has been tackled by many scholars who produced various concepts of (CG). To elaborate, (Krashen 1985) argued that it is the unconscious acquisition of grammar in communicative contexts with an exclusive focus on meaning without any previous explicit teaching. Besides, (Thornburg 2003, p.18-19) highlighted another communicative grammar approach which is based on consciousness-raising. This communicative grammar

approach encourages teachers to provide examples from which learners infer rules and apply them in the communicative situation. However, this dichotomy emerged a third communicative approach produced by (Skehan 1998). Skehan's communicative grammar approach integrates both the above-mentioned approaches. That is, he believes that conscious knowledge can become unconscious and unconscious knowledge can be conscious. Further, (Lee and Patten, 2003) suggested structured input activities as ways to present grammar communicatively. They defined structured input as a type of instruction that directs learners to pay attention to grammatical forms through meaningful context. (Richards, 2006, p.16). stated, "CLT is described as "activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable."

The communicative grammar teaching approach focuses on both language acquisition and intentional learning. Namely, learners are engaged and involved in personal experiences of noticing, discovery, analyzing, and doing things with language while practicing classroom communicative grammar activities. Such real experiences put learners at the center of a learning process and develop their awareness and consciousness of grammatical forms, meanings, and uses. In this respect, educators like Brown (2007a, P.18.), defined communicative language teaching as an approach that goes beyond the teaching of linguistic knowledge about language, including rules, patterns, and definitions. Fluency development is the most important in language classes which achieves spontaneous and meaningful communication. Similarly, (Lightbown and Spada 2013) announced that CLT emphasizes the communication of meanings in interaction rather than the practice of grammatical forms in isolation. The current research experience has enabled her to be certain that teaching grammar rules in isolation does not develop learners' skill of using grammar items neither correctly or fluently. Thus, she can conclude that communicative teaching of grammar implies that learners should be given opportunities to explore grammar in contexts, not in isolation, and in both oral and written discourses. Supported by practice, such a procedure enhances realizing and internalizing grammatical rules and patterns and using them meaningfully and spontaneously for social functions.

Communicative activities are the means of achieving the objectives of the communicative approach represented in accuracy, spontaneity, and fluency. The main principles of communicative activities are interaction activities, practicing functional tasks, and the use of authentic material. To explain, interaction is the main medium of practicing communicative activities and the goal to be achieved through grammar communicative teaching. Additionally, authentic language material is a priority in communicative grammar teaching because it is like the language used in real life situations. Such material represents an attempt to link pedagogic activities with real social situations and text discourses. (Al Azri et al. 2014), (Rahman 2014), (Belaid 2015), (Ghanbari 2015), (Carmona 2015), (Allehyani et al. 2017), (Castillo 2017) highlighted the importance of carrying out task-based activities supported with authentic communicative language because they are proofs that language is used for real-life communication and they are images of the target language culture; besides, they are motivating for students and increasing interest in learning. Further, authentic materials are used with the purpose of improving students' communicative competence; that is, students will develop awareness and content that the real language for communication is being learned, as opposed to designed language in text books. Authentic materials fulfill social, cultural, and pragmatic purposes in the language community.

One of the prominent characteristics of communicative language activities is that they involve learners in communication and require the use of genuine, meaningful communicative processes such as information sharing, negotiation, discussion of meaning, role-plays, and writing different types of letters, memos, advertisements, and reports. All these activities are like real life situations. Being involved in communicative grammar activities like real life, students can recognize the grammatical forms and realize and internalize the relation between form, meaning and use. In this concern, Richards and (Rogers 2010) stated, "language learning is best served when students are interacting, completing a task, learning content or resolving real life issues as the goal of the language is to develop communicative competence". Also, (Hiep 2007) argued, "CLT is based on the idea that learning the target language occurs when classroom practices are meaningful and genuine to the learners". (Alwazir and Shukri 2016) emphasized, "class practices need to be about real-life situations that entail communication" To conclude, the final goal of practicing communicative grammar activities is to help students to develop linguistic independency, spontaneity, fluency, and accuracy when they use language in real life situations.

Based on the above stated literature review, it can be drawn that the integration of explicit and communicative grammar teaching approaches is a means of making use of the advantages of both. In this concern, (Spada, 2007, p. 275) argued, "The thought that communicative language teaching means an exclusive focus on meaning is a myth or a misconception". Besides (Thornbury 1999 p: 23) stated, "although CLT syllabuses are organized according to categories of meaning or functions, they still have a strong grammar basis". (Harmer 2007, p.7) confirms that explicit grammar and communicative processes could go hand in hand. He put it this way: "..., it is enough to say that grammar teaching both the overt and covert kind- has a real and important place in the

classroom." Other scholars (Nassaji & Fotos, 2011; Foto, 1994; Jack, Richards, and Renandya, 2002; Lightbown, 1999; Nassaji, 2000; Wang, 2010) also recommend the integration of explicit and communicative grammar teaching approaches to achieve the goal of enabling learners to use grammar items accurately, meaningfully and appropriately. Those scholars ascertain that explicit instruction can be effective, but it is not enough. The explicit knowledge students learn must continuously be reinforced through activities such as collaborative tasks where learners must collectively use the correct language features in order to accomplish tasks appropriately. They also add that a combination of explicit grammar instruction and communicative activities enables students to pay more attention to target forms; thus, forms become more memorable and easier to be used in context. Further, (Gildert, N., Millard, A. G., Pomfret, A., & Timmis, J. 2018) claimed, "the combination of explicit and communicative strategies provides students with a clear and well-explained theoretical framework and a contextualized natural environment to make them use the language in a native-like way. In the same concern, (Nassaji and Fotos, 2004, p 130) assert, "It has been noted that if learners receive communicative exposure to grammar points that have already been introduced explicitly, they will have a longer-lasting awareness of form and their accuracy will improve". Furthermore, (Spada and Lightbown 2019) assured, "Teachers who focus students' attention on linguistic forms during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar.". Sheen, (2002) stated, "FOF approach overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication." Besides, (Freeman, 2001) supported the FOF approach claiming that such an approach adheres to the communicative principles and gives due importance to the place of explicit teaching of grammatical items.

To conclude, the integration of teaching grammar explicitly and communicatively helps students to internalize rules and patterns and use them to accomplish language, social and academic functions accurately, meaningfully, and appropriately. The three terms; accurately, meaningfully, and appropriately are summarized in the term "grammmaring," which is considered the fifth language skill. (Freeman 2003) considers "grammmaring" as a fifth language skill that goes alongside listening, speaking, reading, and writing. Further, she claims that grammar lessons no longer provide declarative knowledge about language systems but provide procedural knowledge of how to use language. Precisely speaking, grammar involves three dimensions; the first is the morph-syntactic structure that refers to the way words consisting of morphemes are controlled and organized by syntactic rules to form correct sentences, the second is meaning (semantic dimension), and the third is the dimension of use (pragmatic dimension). Noteworthy that any change in form results in a change in meaning and in use.

Discussion of using an explicit communicative approach to teach conditional sentences is the focus of the current paper. The discussion is restricted to the four main types of commonly used conditional structures. Al Rdaat, S. H. (2017, p.88) argues, "There are many possible sequences in conditional sentences, but the examples listed below represent the four commonest and the most useful ones to learn initially".

If you heat ice, it melts. (Type 0)

If we catch the 10 o'clock train, we will (can, may, etc.) get there by lunch time. (Type 1)

If we caught the 10 o'clock train, we should (could might, etc.) get there by lunch time. (Type 2)

If we had caught the 10 o'clock train, we would (could, might, etc.) get there by lunchtime. (Type 3)

#### **2.2.4.1 Forms of Conditionals**

Concerning the forms of conditionals, they are complex sentences consisting of a subordinate clause (if clause) which involves the condition on the one hand, and the main clause, which indicates the result, on the other hand. Each of the four main types appears in a structure different from the other types. To illustrate, the verb in both parts of the conditional sentence type zero must be in simple present. On the other hand, unconditional sentences type 1, the tense of the verb in the condition part (if clause) is in the present simple, while the verb in the result part (main clause) should consist of a modal, will, can, may, and an infinitive without to. Besides, in 2 conditional sentences, the verb is in the past simple tense in the if clause, while the verb in the main clause should consist of a modal in the past tense (would, could, or might) followed by an infinitive without to. In conditional sentence type 3, the verb is in the past perfect tense in the if clause, while the verb in the main clause should consist of a modal in the past tense (would, should, could, or might) plus have plus a past participle. It is certain that any change in the tense or the form of the verb in the condition part (if clause) implies a certain change in the form and tense of the verb in part of the result clause; (main clause).

#### 2.2.4.2 Meaning of grammatical structures of conditionals (semantics)

The second dimension of grammaring has to do with the meaning that grammatical structures convey. Meaning in this context does not refer to literal or lexical meaning; but to the implied or additional meaning, connotations, feelings, or cultural features associated with or embedded in certain grammatical structures.

Conditional, if type zero, implies the meaning of indisputable facts or unchangeable results that occur after certain conditions. In other words, it expresses fixed relationships between events due to natural laws or scientific facts, universal truths, and recurrent habits. For example,

- If the sun rises, the earth gets warm. (Natural fact)
- If I do not understand something, I surf internet pages to find an explanation. (Recurrent habit in the present).
- In the past, if a man needed water, he had to collect it from wells or springs. (Recurrent habit in the past- habitual conditional)

Meaning "if" type one, are future or predictive conditional sentences that express future or contingencies. It implies the meaning of real situations which are likely to happen or highly expected to occur under real circumstances or when the condition is available.

E.g., if I save enough money, I will buy a house.  
If my scores are over 90%, I will join the faculty of medicine.

With respect to conditional "if" type two, it refers to imaginative hypothetical/ situations. Although past tense is used, it is unreal past; that is, it expresses a present or future situation. It expresses either an unlikely (Hypothetical) or impossible (imaginative) state or event, but when the state or event is not a real one in the present time. It may become real in the future. It depends on the nature of the state of the event. It may also be impossible; the impossibility lies in the nature of the action.

E.g., If I won the lottery, I would build an orphans' shelter. (Hypothetical/ unreal now, but it is possible in the future)

If I were a bird, I would fly around the world. (Imaginative/ impossible to happen)

Similarly, conditional "If" type three addresses a past hypothetical/ imaginative situation. It refers to imagining situations in the past that never really occurred or occurred against what was desired. The speaker or the writer is looking at the past, wishing that something had/ had not happened that could have altered the result.

E.g., If you had worked hard for your previous exam, you should have passed. (The addressee neither worked nor passed).

#### 2.2.4.3 Use of grammatical structures (Pragmatics).

The dimension of grammatical structures use (Pragmatic) does not refer to the meaning encoded in language lexis or structures but what people mean by the language items they use; when and why they use one grammatical structure rather than the other to convey a certain message appropriately. (Swan, 2007, p. 1) stated "pragmatics" generally refers to the encoding of communicative functions, especially those relevant to interpersonal exchanges, in specific grammatical and lexical elements of a given language. Further, (Murcia and Freeman, 1999, p. 4) explained that "Grammatical structures not only have a morph-syntactic form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics)".

Concerning the pragmatic use of conditional sentences "If" type zero; it is used to express indisputable scientific or natural facts and general truths, rules, laws, and habits. Pertaining conditional If type one; it is used to express, promise, threaten, warn, advise, offer, request, negotiate, and suggest. Appendix (1-B) provides a summary of conditional if 1 form, meaning, and use.

Regarding, "If," type two is used to express wishes that are unlikely to come true, a piece of advice, a polite offer, or a polite request. Appendix (1-C) provides a summary of conditional if type two form, meaning, and use.

Further, conditional "If" type three is used to express regret, blame, or criticism. Appendix (1-D) provides a summary of conditional If type three form, meaning, and use.

### **2.3 Previous studies**

Finestack, L., Engman, J., Huang, T., Bangert, K. J., & Bader, K. (2020) investigated the effectiveness of explicit- implicit integration of grammar among participants who suffer from the developmental language disorder. The result showed that the participants demonstrated a marked increase in level and upward trend in their production accuracy of grammatical items. (Mansouri, B., Jami, P. Y., & Salmani, B. Y.2019) investigated learners' and teachers' beliefs about isolated explicit grammarteaching and context-integrated grammar teaching. The result of the questionnaire analysis showed that both groups acknowledged the complimentary nature of these approaches. The study also made recommendations for synthesizing these approaches in various learning environments to enhance grammar awareness in communicative- oriented language instruction.

Bandar& Gorjia (2017) conducted a study among senior high schools in Iran.It investigated the difference between focusing on both form and meaning in learning Wh-questions and teaching them using isolated examples and exercises. The results showed that the group which focused on form and meaning developed the ability to understand English as used by native speakers. In addition (Zheng, 2015) conducted a study to investigate the effect of integrating explicit and implicit grammar teaching for English Major Students at Changchun University. He stated that students made progress in accuracy and fluency. Also, A questionnaire was administered by (Sopin 2015) to investigate teachers' beliefs and attitudes toward the approaches to grammarinstruction in the language classroom. The result showed that all the respondents agreed that an explicit explanation of the rules should be provided, followed by classroom practice exercises contextualized in communicative activities. Ho Pham (2014) investigated the effect of the communicative grammar teaching method in terms of students' grammatical knowledge, oral communication, and their attitudes toward the teaching method. The result of the investigation showed that communicative grammar teaching helped the students to improve their grammatical competence and touse grammar effectively in oral communication. Besides, the students expressed interestin the communicative teaching method. Besides, (Min Yu, 2013) reported a pedagogicalexperiment by the Korea government. The first phase focused on teaching grammar rules without verbal communication, which weakened students' communicative skills. To treat the problem, the government introduced the communicative approach where students had only to learn how to use English appropriately in different social situations. Neither of the approaches achieved both students' accuracy and fluency or spontaneity. Finally, a remedial plan integrated both explicit and implicit grammar teaching resulted in enhancing Korean students' ability to use grammar accurately in communication. In the same concern, (Khatib and Nikouee 2012) conducted an experimental study on two groups of EFL intermediate learners to test the difference between the results of explicit and implicit grammar teaching. The result revealed that the group of participants who received both explicit grammar teaching followed by communicative activities focusing on the present perfect were more successful in automatizing and retaining their knowledge of the target grammar items than the groupwhich received explicit grammar instruction only. Furthermore, (Eldoumi, 2012) examined the effectiveness of contextualized or functional grammar instruction (communicative instruction) in improving the writing performance of adult English language learners. The results indicated considerable improvement in writing quality and grammar use.

Further, Varnosfadrani, A. D., & Basturkmen, H. (2009) aimed to investigatethe impact of blending explicit grammar instruction and Communicative LanguageTeaching (CLT) on the use of quantifiers. The results showed that the experimental group, who received CLT equipped with explicit instruction of form and meaning, achieved more accuracy and fluency than the control group, which received traditionalinstruction.

Macaro, E., & Masterman, L. (2006) investigated the effect of explicit grammarinstruction on the grammatical knowledge and writing proficiency of freshman students. Five grammar skills were identified to be taught during the intervention, whichincluded eight writing activities. The results revealed that explicit instruction led to gains in some aspects of grammar posttest but not in accuracy in translation or free composition. The current researcher thinks that comparing this insufficient result withthe results of studies that integrated explicit and implicit instruction confirms the need to integrate both approaches.

#### **2.3.1 Commentary on previous studies**

The above stated studies integrated explicit and communicative activities in grammar instruction. All came to an agreement that such an integration procedure led to positive results; that is, the participants made progress in using grammar accurately in communication, and they were more successful in automatizing and retaining their grammatical knowledge; further, their results outperformed the results of the groups who received either explicit or implicit grammar instruction. The participants also improved at other language skills, such as writing and speaking, as a result of the integration process.

### 3. Methodology

#### 3.1 Research design

The current research adopted the experimental design to detect the level of the participants' mastery of the conditionals' three dimensions; form; meaning, and use before and after the intervention.

#### 3.2 Sample

The participants were 42 freshman English majors. They were enrolled in Palestine University in Gaza city in the spring semester of 2017- 2018. They had all completed twelve EFL courses in Palestinian public schools along with twelve academic years in the Gaza strip. Noteworthy that the grammar translation method prevails over other teaching methods in teaching EFL in the Gaza strip. The course lasted for eight sessions, each one hour and a half.

#### 3.3 Instrument

A pre-posttest was used to identify the level of the target students' proficiency at the three dimensions of conditionals; form, meaning, and use before and after the intervention. It consisted of the four sections described below.

- The first section treated the syntactic level as it focused on forms of conditionals. Students had to fill in gaps with either the verb in the If clause (condition) or the verb of the main clause (result), or they had to select the correct answer (MCQ).

E.g., A-Fill in the gaps exercise

#### **Fill in the gaps with the appropriate form of the verb in brackets.**

If you boil water, it .....(rain).

If we.....over %90 in the final exams, I will give charity to poor people  
(score)

If I were the president, I..... shelters for orphans(build)

B-MCQ exercises. E.g.,

#### **Select the correct form of the verbs between brackets**

If it (does not rain-did not rain- had not rained), we would have gone sailing.

- The second section of the test treated the semantic dimension. Students had to recognize the meaning of the grammatical form of verbs used in each given conditional sentence. It was a multiple-choice question, which asked students to select the correct answers out of the following choices: a real situation, a hypothetical situation in the present, a hypothetical situation in the past, or a factual situation. Students tick the number of the correct meaning in the table below.

Table (1) Tick the correct meaning of the conditional sentences in the table below

<b>Conditional sentence</b>	<b>Meaning</b>		
<i>If you boil water, it evaporates.</i>	1- Real factual permanent, unchangeable, inevitable relation between condition (boil water and result (it evaporates)	2- It is real habitual situation that is likely to happen when the condition is available	3-A real civil law that is applied when the condition is available



<i>If you run there light, you y a fine</i>	1-natural relation between condition and result	2-It is a habitual situation that happens occasionally	3-A real civil law that is applied when the condition is available
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- The third section treated the pragmatic dimension of conditionals. It focused on the use of each form in relevance to the context or the situation it expressed.

**Circle the number of the item that refers to the correct use of the sentences in the first column.**

A father says to his son, "If you get high scores, I will buy you a bicycle."

Students tick the number of the correct use of the conditional situation in the table below.

**Table (2) Tick the correct use of the conditional sentences in the table below**

A father says to his son, "If you get high scores, I will buy you a bicycle."	1-promise	2-threat	3-warning
Unless you work hard, you will fail the exams.	promise	threat	warning

- The fourth section tested the participants' ability to produce the four types of conditional structures in contexts accurately, meaningfully, and appropriately. E.g.

**Use if or unless to express the following situations**

1-A wish or desire to do or to be something in the present time that is hypothetical or not supposed to happen

.....2-A real situation that is likely to happen if a certain condition is available.

.....3-A father blames his son because he failed the exam

He said, "If you ..... (work) hard last year, you....."

(pass) the exam (complete the sentence with the correct conditional forms of the verbs in brackets).

**3.4 Procedures**

The PPP teaching learning approach was adopted in the current study to achieve the assigned objectives. According to Christian., & Spada, N. (2015). (2015) PPP approach was promoted by educators like Scrivener (2005) and Ur (1996), and it is supported by the skill learning theory, which starts with declarative (explicit) knowledge of forms followed by procedural practice until achieving automatization. The PPP acronym represents the three phases of a lesson; Presentation, Practice, and Production. Details of PPP in the current study are illustrated below.

**3.4.1 presentation phase**

The presentation phase in the current study is characterized by explicit communicative activities. Its objectives were to provide explicit direct instruction of conditional "if" structures to build their basic theoretical background. Further, it aimed to engage the participants in analytical activities that enabled them to realize the relation between form, meaning, and use of the target structures. Besides, in order to make explicit teaching learning activities as communicative and student-centered as possible, students were put into small groups, and the teacher led class conference discussions. The explicit presentation activities were sequenced as follows.

- Students were provided with a clear statement of the learning goals and the expected outcomes of each session.
- The lesson began with a revision activity that aimed at verifying students' prerequisite skills and knowledge needed to build the current lesson.

- Examples of if structures were introduced.
- Noticing: students were encouraged to circle the verb form in the if clause and the form of the verb in the result clause in each sentence.
- The teacher involved students in the discussion of conditional structures.
- The procedure was accompanied by thinking aloud discussion activities.
- Multiple situations were introduced. Each situation provided a different conditional idea that introduced a different meaning and a different use.
- Students were encouraged to analyze the form and the tense of each verb in the part of the "if" clause and the form and the tense of the verb in the result part of each sentence. The objective of such analysis was to recognize the composing items of each and to explore the relation between them in both parts.
- The teacher's questions acted as stimulants that encouraged students to recognize the type of situation in each sentence, whether it is real or hypothetical, present or past. Then they had to elicit the relation between the type of the situation, the verb form, and the tense selected to describe it. (Natural/real/Hypothetical)
- Students were encouraged to elicit the intention of the speaker or the writer in each conditional situation to explore the functional or social (pragmatic) use.
- After finishing the discussion of examples, students worked in groups to summarize all about it, form meaning, and use. They were provided with an empty table except for the heads of the columns (1-conditional sentence-2-verbs forms-3-meaning-4-use) and asked to classify all about the three dimensions of the conditional sentences they were given.

**Table (3). The three dimensions of the conditional sentences**

<u>1-Conditional sentence</u>	<u>2-Form of verbs</u>	<u>3-meaning</u>	<u>4-use</u>
If you boil water, it evaporates.	Both condition and result are expressed in the present simple tense.	Real permanent unchangeable, inevitable relation between condition (boil water) and result (it evaporates).	Expresses scientific natural facts,
Appendix 1-A- B- C provides a full summary of the three dimensions of all types of conditional sentences.			

### **3.4.2 Presentation phase**

The practice phase is aimed at enabling students to manipulate the information received in the presentation phase besides developing monitoring ability. Students practiced controlled and semi-controlled exercises in typical communicative techniques of pair and group work. Additionally, the exercises included authentic content material related to daily life situations, task fulfillment, and video watching. All the activities focused on conditional sentence structure, meaning, and use. Besides, students read comprehension texts that involve conditional situations. They analyzed the conditional structures to explore their three dimensions and to classify them in tables consisting of four columns presenting the three dimensions of conditional sentences. In practicing the exercises, students were involved in selecting the correct form of a conditional verb, selecting the correct meaning or use, filling in gaps, and matching the form with meaning or use, all based on the content material of the exercises. The teacher introduced limited assistance and advice, observed, and followed up on students' mistakes, modeled correct answers, and provided feedback.

### **3.4.3 Production phase**

Communicative activities in which students produced oral and written messages focusing on conditional structures were postponed to the production phase. The objectives of the production phase were to develop students' sense of grammar items, fluency, autonomy, and spontaneity in producing the target grammatical structures. It took place after students had built conscious awareness of form, meaning, and pragmatic use in the presentation and practice phases. Thus, students were asked to read texts, listen to dialogues and negotiations, watch oral presentations, and then select any of them to imitate, either written or oral. After

that, they were provided titles of tasks to fulfil them, producing their own material (communicative activities appendix....). While doing that, they manipulated conditional structures. Several responses were expected and accepted. Such activities were supported by Hassan (2014), who stated, "Task-based learning is a natural extension of the constructivist and situated approaches to learning. The essence of task-based learning is to actively engage learners in authentic learning activities and to put learners in the kinds of situations in which they need to use these skills."

Concerning the teacher's role in the Production phase, she did not interrupt students nor intervene to correct mistakes. She postponed corrective feedback after the activity had been completed.

Appendix 2 provides communicative exercises dealing with the three dimensions of conditional sentences.

**4. Results**

After the eighth session had been completed, a Posttest was conducted to verify whether there were statistically significant differences between the scores of the pretest and the scores of the posttest performed by the target participants. Table 3 below shows the results. A T-test was used to test the significance of the results.

**Table 4. A comparison between the scores of the pre and the posttest**

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Awareness of form	Pre-test	32	2.313	1.378	3.235	0.003	sig. at 0.01
	post-test	32	3.281	1.143			
Awareness of Meaning	Pre-test	32	1.156	0.448	6.526	0.000	sig. at 0.01
	post-test	32	2.781	1.313			
Awareness of use	Pre-test	32	1.281	0.634	8.314	0.000	sig. at 0.01
	post-test	32	3.219	1.211			
production of conditional structures in context	Pre-test	32	1.188	0.738	9.735	0.000	sig. at 0.01
	post-test	32	3.469	0.915			
Total	Pre-test	32	5.938	3.378	5.741	0.000	sig. at 0.01
	post-test	32	12.750	4.482			

**4.1 Discussion and interpretation**

The positive results of explicit communicative instruction in teaching conditional sentences had immersed in improving the participants' accuracy and fluency. They had been able to produce oral and written conditional sentences correctly in form, meaning, and use in various contexts.

In response to the question of the study, "To what extent may explicit communicative approach (implicit) improve Palestinian English major' grammaring of conditionals?" The result was all positive. Pertaining form accuracy, the statistical result showed that the participants had made progress at producing correct forms of conditional sentences. Statistically, they made progress from 2.313 in the pretest to 3.281 in the posttest, and the "t" value was significant at 0.01.

At the level of meaning awareness, the statistical result showed that the participants' improvement ranged from 1.156 to 2.781, and the "t" value was significant at 0.01.

Another progress was shown at the level of realizing the pragmatic use of conditional sentences; the participants showed statistical improvement between 1.281 in the pretest to 3.219 in the posttest with a significant "t" value at 0.01.

Furthermore, at the level of production of conditional structures in context, the participants' scores showed statistical progress between 1:188 and 3:469.

Concerning the total scores, it was found that the scores improved from 5.938 in the pretest and 12:750 in the post-test. Such a positive result was attributed to the integration of explicit and implicit communicative grammar teaching. To illustrate, direct instruction of grammar rules, including describing, exemplifying, noticing techniques, and discussion activities practiced in-group, and pair work in the presentation phases enhanced learners' conscious attention and aroused their awareness of the target grammatical forms. The mentioned activities made the rules of conditionals more memorable to be used in novel situations correctly mechanically.

Additionally, the integration of explicit instruction of grammatical forms with analytical activities consisting of short reading comprehension text that focused on conditional sentences enabled the participants to detect the relation between form and meaning. Also, they were able to realize that different conditional forms imply different meanings and different uses according to the context.

Based on the notion that practice makes perfect, the intensive practice of integrated exercises in the practice phase enhanced the participants' opportunity to relate their cognitive knowledge of rules to meaningful contexts, which resulted in internalizing relations between forms, meanings, and use in addition to optimizing them and ability to produce meaningful sentences. Scholars like Ellis (2008), Dekeyser (2015), and Van Pattern (2004) acknowledged the value of practice for automatizing L2 grammatical features.

Furthermore, participants were engaged in real-life communicative situations such as dialogues, roleplays, negotiation, discussion interviews, and language tasks. All mentioned situations focused on conditional sentences and were considered as means of implicit communicative teaching learning. Such engagement in real-life situations enabled the participants to realize the relation between form, meaning, and the pragmatic use of "IF" structures. For more details, in practicing the previously mentioned situations, the participants experienced a situation in all its contents; the grammatical form, its meaning, and its pragmatic use, which helped produce similar ones spontaneously. Noteworthy that experiencing upper mentioned situations were based on Kolb (1984, 38) "Learning is the process whereby knowledge is created through the transformation of experience". He also explained that experience sticks in the mind and helped retain information and remember facts, in addition to developing new concepts."

Pertaining the participants' ability to produce conditional sentences in context spontaneously was statistically represented in 3.469 in the pretest and 5.938 in the posttest, with a significant "t" value of 9.7. The progress made was attributed to the explicit communicative approach, which was accomplished through the PPP procedures and engaging students in communicative tasks with a focus on conditional structures. As a result, the participants developed the skill of producing correct, meaningful, and appropriate conditional sentences spontaneously. Hinkel & Fotos (2002) assured the influence of communicative tasks on improving grammatical competence. He stated,

"When students face a problem relating to the syntactic rules in their discourse production, direct instruction does not mean providing the rules only to the students but also drawing their attention to a particular form or structure. This instruction can be successful if it occurs in a communicative context."

Besides, psychologically and socially, the communicative, cooperative activities of pair and group work in the class acted as a safe motivating learning environment that engaged learners in an active, productive learning process.

It is concluded that the goal of handling grammaring of conditional sentences was accomplished when the participants were able to produce their own dialogues, negotiations, interviews, or writing their narratives with a focus on conditionals correctly, fluently, and spontaneously. Such a result came as a sequence of integrating explicit and communicative teaching of grammar structures and the safe, cooperative learning interactional environment.

The result of the current study matches the results of previous studies above mentioned conducted by (Finestack, L., Engman, J., Huang, T., Bangert, K. J., & Bader, K. 2020), (Bander and gorgia 2017), (zinge and Sopin 2015) whose studies results showed the

effectiveness of integrating both explicit and implicit grammar teaching. Further, the result of the current study gains supports from the previous studies conducted. E.g., Bander and Gorjia. (2017), (Varnosfadraniand & Basturkmen, H.2009), (Ling, Zheng, Spin 2015), (Min Yu, 2013), (Khatib and Nikouee's 2012), (Ellis 2009), (Nassaji & Fotos, 2004) (Eldoumi 2012), (Macaro, E., & Masterman, L. 2006) who all confirmed the importance of exposure to both explicit and communicative instruction to improve grammatical competence.

## **5. Conclusion**

The strategy suggested; using explicit communicative instruction and the PPP paradigm to present it address the Palestinian participants' weakness in producing accurate, meaningful, and appropriate conditional sentences.

During the intervention activities, the participants were provided with the rules and encouraged to notice the forms in context and to explore the relations between different forms of Conditional "IF" sentences and the implied meaning. They also analyzed contexts of "IF" situations to realize the pragmatic use of each. To achieve the ultimate goals of instruction, multiple opportunities for communicative activities; real life situations, interviews, reading, writing, roleplays, and storytelling, were practiced. The statistical result was significantly positive; that is, the participants were capable of producing accurate, meaningful, and appropriate conditional sentences. The strategy and the procedures adopted in the current study represent a useful source of teaching conditionals that may instructors and people in concern benefit from.

The positive result achieved highlights the effectiveness of integrating explicit instruction and communicative activities in teaching grammar. Such a result incites considering the strategy as a favorable method that may yield improving the ability to produce grammar structures in real life situations accurately, meaningfully, and appropriately.

Drawing on the result of the current study, the researcher recommends that teachers, people in charge of teaching EFL, stakeholders, and curriculum designers should take into consideration the necessity of integrating explicit instruction of grammar with communicative activities to improve the outcomes of learning EFL courses. However, the study is limited in place to Palestine University in Gaza strip, and the number of participants is only thirty. In addition, the topic addresses are limited to the four main types of conditionals.

Consequently, it is suggested that further research with a focus on the strategy of integrating explicit communicative grammar teaching should be conducted on other grammar topics.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

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## Appendix

## Appendix 1. A

## A summary of "If" type zero. The three dimensions Form, meaning, and use.

	Sentence	Form	Meaning	Use
1	<i>If you boil water, it evaporates.</i>	Both condition and result are expressed in the present simple tense	Permanent, unchangeable, inevitable relation between condition (boil water) and result (it <b>evaporates</b> )	Expresses <i>scientific/natural</i> facts,
2	<i>If parents are divorced, children suffer deprivation.</i>	Both condition and result are expressed in the present simple tense	Permanent, unchangeable, inevitable relation between condition and result	General truths
3	<i>If the school bell rings in the morning, students assemble in the yard.</i>	Both condition and result are expressed in the present simple tense	Permanent ' relation between condition and result	Rules
5	<i>If it <b>does not</b> rain for a long time, the earth <b>gets</b> very dry.</i>	Both condition and result are expressed in the present simple tense	Permanent, unchangeable, inevitable relation between condition and result	Natural fact
6	<i>If you run the red light, you pay a fine</i>	Both condition and result are expressed in the present simple tense	Permanent relation between condition and result.	law
7	<i>If I wake up early, I go to work walking.</i>	Both condition and result are expressed in the present simple tense	Permanent relation between condition and result.	habit



**Appendix 1-B- A summary of "If" type one. The three dimensions Form, meaning and use.**

	<b>1 Sentence</b>	<b>2 form</b>	<b>3 meaning</b>	<b>4 use</b>
1	If you take an aspirin, your headache will improve. (advice)	condition "if + present simple + future result	Real, possible or certain result	advice
2	<i>If you arrive late, go to the headmaster office.</i>	condition "if + present simple + result future	Real possible result Both actions may actually take place.	Giving instructions
3	<i>If you get excellent scores, I will buy you a bicycle.</i>	condition "if + present + future result	Real possible result Both actions may actually take place.	promise
4	<i>If you do not stop your silly behaviors, I will send you out of the class.</i>	condition "if + present + future result	Real possible condition and result and Real possible result Both actions may actually take place.	threat
5	<i>If you help me, I will reward you.</i>	condition "if + condition in present + future result	Real possible condition and result Both actions may actually take place.	request
6	<i>If you come with me to the coffee, I will order you a cup of tea.</i>	condition "if + present + future form = result	Real possible condition and result Both actions may actually take place.	offer
7	If you don't pay attention to the road, you'll have an accident.	condition "if + present + future form = result	Real possible action and result. Both actions may actually take place.	Warning
8	Negotiating: To have formal discussions with someone in order to reach an agreement with them. Property owner: "If you want to buy the house in cash pay, I will sell it \$ 200000." Customer: And what if I want to pay in installment? I will sell it for \$ 250000 I will pay cash money Ok.			Negotiation

**Appendix -1- C**  
**Summary of the three Dimensions of IF type 2**

	<b>Sentence</b>	<b>form</b>	<b>meaning</b>	<b>Use</b>
1	If I were the president of the country, I would build shelters for Homeless children.	Condition= past tense "was" Result= would+ bare infinitive	He is not a president.A hypothetical situation, unlikely/impossible to happen.	To express a desire that is unlikely to happen
2	If you needed some help, I would be glad to give it to you	Condition= past tense "needed" Result= would+ bare infinitive	The addressee does not need help now It is hypothetical situation which is not true now the speaker hypothesizes that the listener needs help, so he offers help.	To express polite offer
3	If you misbehaved, I would take you back home	Condition= past tense "misbehaved" Result= would+ bare infinitive	hypothetical situation which is not true now	To express threat
4	If I were you, I would stop smoking	Condition= past tense "were" Result= would+ bare infinitive	an action that is/impossible to happen neither in the present nor in the future.	To advise
5	If you wanted to go to the party, you would wear your long black dress. (Suggestion	Condition= past tense "wanted" Result= would+ bare infinitive	hypothetical situation which is not true now	To express polite suggestion
6	If you did not come to class on time, you would lose marks.	Condition= past tense "did not come" Result= would+ bare infinitive	(Hypothetical situation in the present time). He comes to class late.	To express warning
7	If I were a fish, I would swim around the world	Condition= past tense "were" Result= would+ bare infinitive	Imaginary situation which is impossible to come true neither in the present nor in the future.	To express an imaginary wish
8	If I had more time, I would help you.	Condition= past tense "had" Result= would+ bare infinitive	(I am not free now. I am busy). (It is unlikely to happen now)	Apology

Appendix 1-D-

Summary of the three Dimensions of IF type 3

	Sentence	form	meaning	use
1	If the driver had not run the red light, the accident would not have happened	Conditional subordinate clause: if + Past Perfect Main clause =(would + have + Past Participle)	Hypothetical/ opposite to reality	Criticism of the driver's manner about a past situation
2	If I had travelled with Arm Strong, I would have swum in the space.	Conditional subordinate clause: if + Past Perfect Main clause =(would + have + Past Participle)	Imaginary unreal situation	Imaginary wish about a past situation
3	If my father had not died early, I would have joined university	Conditional subordinate clause: if + Past Perfect Main clause =(would + have + Past Participle)	Events against reality in the past. My father died and I didn't joined university.	regret about a past situation
4	If you had worked hard, you would have passed the exam.	Conditional subordinate clause: if + Past Perfect Main clause =(would + have + Past Participle)	Events against reality in the past. You neither worked nor passed.	blame about a past situation
5	If you had not wasted your money, you would have bought a house.	Conditional subordinate clause: if + Past Perfect Main clause =(would + have + Past Participle)	Events against reality. You had wasted your money, and you did not buy a house.	blame about a past situation

Appendix 2

Practice phase Communicative exercises

**Practice "IF" type 1 communicatively**

**Christine and Margaret are friends. They are both busy because of the work and study! But on Wednesday, they meet for coffee. Here is the conversation between them with a focus on "IF" type 1.**

"What are you going to do this weekend?" asks Margaret.

"Well, I have a big project to finish for my design class. But if I can finish it by Friday, I'll do something fun as a treat," says Christine.

"That sounds great!" replies Margaret. "I think the ballet is coming to town. If it isn't too expensive, I'm going to buy tickets. Would you like to come?"

"Well, I don't really like ballet very much. If you want to go to the ballet in the evening, let's do something in the morning," says Christine.

"All right. If you have the energy, let's go swimming!" suggests Margaret.

"That sounds great! If I don't call you on Friday, send me an email at work," agrees Christine. "And if I don't answer, call me again. And if I don't pick up... oh, let's just make plans now! I'm too busy to plan later!".

Are the situations mentioned in the conversation real ones? Are they likely to happen?  
What type of conditional "if" is used?

### Teaching The Second Conditional in an Authentic Text

#### *If type 2 communicative activities*

#### *Reading comprehension, Speaking,*

#### *Writing*

#### Introduction to lesson plan

The language focus of this exercise is second conditional. The theme of the knowledge theme of the text is "Benefits of Bees" by using an authentic text of second conditional sentences in a meaningful context rather than offering the target structure in isolation.

#### Reading comprehension text

The class is divided into groups; each student is given a text sheet to read and discuss with other group members.

#### Prereading activity: Class brainstorming related to the text

\*Guiding reading comprehension questions.

What is the importance of the hair covering bees' bodies? What is the value of pollination for plants and crops?

#### \*Advantages of Bees for agricultural products: Pollination

Bees play an important role in pollination, where they use the hairs on their bodies to carry large grains of pollen between plants. Plants produce better yields if animals help them pollinate. Of all animals, bees are the most dominant pollinators of wild and crop plants. They visit the world's top 107 crops. The movement of pollen between plants is necessary for plants to fertilize and reproduce. Bees are vital when it comes to food security.

#### Activities

\*Each group skim, scan, the text, and answer reading comprehension questions.

\*Groups exchange questions and answers using If 2 structure based on the text they have already discussed

1. What would happen if bees didn't have hair on their bodies to carry out large grains of pollen among plants?
2. What would happen to plants if bees did not carry pollen among them?
3. What would happen to food security if bees didn't carry pollen among trees?
4. What would you do if you were a bee?

#### Exercise 2

#### *-Lack of self confidence*

Peter doesn't have much self-confidence. He always doubts himself, "If I were smarter, I would get good grades." "If I were taller, I could be on the basketball team." "If I were stronger, I could be on the wrestling team." "If I were better looking, I would have a girlfriend." "If I were funnier, I'd have more friends." One day some guys in his class asked if he wanted to join their rock band because they knew Peter played guitar. He told them he didn't have enough time, but really he was thinking, "if only I played guitar better, I could be in a band." On his way home, Catherine asked if he wanted to go to the school dance with her. Peter lied, saying he had to work that night. Peter was really thinking to himself, "If only I knew how to dance, I could go with Catherine." It seems that Peter often avoids trying new things. If Peter didn't doubt himself so much, he would have had a lot more fun.

\*Each group skim, scan, the text, and answer reading comprehension questions.

Groups exchange questions and answers using If 2 structure based on the text they have already discussed

What would happen if Peter were smarter? What would

happen to Peter if he were taller?

What would happen to Peter if he had better look? What would

happen to Peter if he were funnier?

What would happen to Peter if he played the guitar better? What would Peter answer Catherine if he were a good dancer

What would happen to picture if he were more self-confident? What would you do if you were in Peter's position?

**\*Communicative production exercise of "IF" type 2**

In groups, students are provided topics to write about hypothetical situations using if type 2 structure the topics are

1. what would happen if you won the lottery?
2. what would you do if you were a fish?
3. what would happen if you were the president of your country?
4. what would you do if you were the father of your family?

**Public discussion of what was written (Reading and Speaking skills)**

***In pairs, students read aloud what they have written. Students in the other groups ask more hypothetical questions related to the topic under discussion.***

**Communicative exercise "IF" type 3**

Reading comprehension text

students should read the text and answer the questions below. They have to work in groups.

A blame for Annas

Annas had to fly to England 2 days ago. However, he missed the flight because his alarm clock was out of order and he had forgotten to fix it. If he had fixed his alarm clock, it would have rung in the proper time and he would not have woken up late. When he woke up, it was 15 minutes before the flight. He collected his luggage rapidly and drove to the airport. While driving to the airport he discovered that she had forgotten his passport, so he went back and collected it. Finally, when he had arrived at the airport, he found that the plane had left and he had to buy another ticket for one thousand dollars. Annas had to be blamed for the whole wrong situation. If he had arranged everything before going to bed, he wouldn't have missed his flight.

**\*Answer the following questions. Students exchange questions and answers.**

1. What would have happened if Annas had fixed his alarm clock?
2. What would have happened if Annas had arranged everything before going to the babe?
3. What would have happened if Annas hadn't forgotten his passport?
4. What is the theme of the text?
5. If you wear Annas, what would you do?

**Focus on use of conditional if 3**

\*Students list down the sentences containing If type 3 sentences and explain the meaning implied of each.

Each group writes a story about someone to be blamed using IF type 3

**\*Students are given sheets with a situation that they have to regret using conditional IF 3 (Pair work)**

1. Studied languages.
2. had known that a friend was in the hospital,
3. had not learned swimming
4. had not studied harder
5. had not married young
6. Father died before joining university